Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period: \_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_

Homework

Compose a one paragraph response to the prompt below. Refer to the EAP Rubric on the reverse side. Do your very best writing because it will demonstrate the skills you already possess from your previous instruction in English and in writing. This is your first chance to impress the teacher!

Before you begin, turn the paper over and read the EAP Rubric in order to understand how this paragraph will be evaluated.

THIS PROMPT USES THE HABIT OF MIND: ***METACOGNITION***

THE PROMPT USES THE SKILL OF ***DESCRIPTION and ANALYSIS***

THE PROMPT REFERS TO INFORMATION FROM THE “ETHICS POWERPOINT”

PROMPT: **What two systems of ethics do you use on a regular basis when you need to make decisions about your actions and your behavior. Give personal anecdotes and examples of times you have used these ethics.**

Helpful Hint: Prewriting helps to make a better written composition.

Graphic Organizer for prewriting this assignment:

Which are the two systems of ethics you use most often to make decisions about your actions and your behavior? Why do you use these the most?

Are you able to be consistent with these systems? Is it difficult to be consistent sometimes? How can these systems of ethics help you in the future?

How did you learn these systems of ethics?

Describe two different events during which you used these systems of ethics to make decisions.

**EAP RUBRIC**

**Score of 6: Superior**

A **6** essay is superior writing, but may have minor flaws.

A typical essay in this category:

a. addresses the topic clearly and responds effectively to all aspects of the task

b. demonstrates a thorough critical understanding of the passage in developing an insightful response

c. explores the issues thoughtfully and in depth

d. is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples

e. has an effective, fluent style marked by syntactic variety and a clear command of language

f. is generally free from errors in grammar, usage, and mechanics

**Score of 5: Strong**

A **5** essay demonstrates clear competence in writing. It may have some errors, but they are

not serious enough to distract or confuse the reader.

A typical essay in this category:

a. addresses the topic clearly, but may respond to some aspects of the task more effectively than others

b. demonstrates a sound critical understanding of the passage in developing a well-reasoned response

c. shows some depth and complexity of thought

d. is well organized and developed, with ideas supported by appropriate reasons and examples

e. displays some syntactic variety and facility in the use of language

f. may have a few errors in grammar, usage, and mechanics

**Score of 4: Adequate**

A **4** essay demonstrates adequate writing. It may have some errors that distract the reader, but

they do not significantly obscure meaning.

A typical essay in this category:

a. addresses the topic, but may slight some aspects of the task

b. demonstrates a generally accurate understanding of the passage in developing a sensible response

c. may treat the topic simplistically or repetitively

d. is adequately organized and developed, generally supporting ideas with reasons and examples

e. demonstrates adequate use of syntax and language

f. may have some errors, but generally demonstrates control of grammar, usage, and mechanics

**Score of 3: Marginal**

A **3** essay demonstrates developing competence, but is flawed in some significant way(s).

A typical essay in this category reveals *one or more* of the following weaknesses:

a. distorts or neglects aspects of the task

b. demonstrates some understanding of the passage, but may misconstrue parts of it or make limited use of it in developing a weak response

c. lacks focus, or demonstrates confused or simplistic thinking

d. is poorly organized and developed, presenting generalizations without adequate and

appropriate support or presenting details without generalizations

e. has limited control of syntax and vocabulary

f. has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning

**Score of 2: Very Weak**

A **2** essay is seriously flawed.

A typical essay in this category reveals *one or more* of the following weaknesses:

a. indicates confusion about the topic or neglects important aspects of the task

b. demonstrates very poor understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passage at all

c. lacks focus and coherence, and often fails to communicate its ideas

d. has very weak organization and development, providing simplistic generalizations without support

e. has inadequate control of syntax and vocabulary

f. is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning

**Score of 1: Incompetent**

A **1** essay demonstrates fundamental deficiencies in writing skills.

A typical essay in this category reveals *one or more* of the following weaknesses:

a. suggests an inability to comprehend the question or to respond meaningfully to the topic

b. demonstrates little or no ability to understand the passage or to use it in developing a

response

c. is unfocused, illogical, or incoherent

d. is disorganized and undeveloped, providing little or no relevant support

e. lacks basic control of syntax and vocabulary

f. has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning